



**Basic Social Work Research  
SW 522, Section 001 Winter 2018**

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Classroom: Room 3816 SSWB  
Monday's 9:00 a.m. – 12:00 p.m  
Office hours: TBA/by appointment  
Prerequisite: None

## **1. COURSE STATEMENT**

### **a. Course Description:**

This course will provide content on the logic of inquiry and the necessity for an empirical approach to practice. The process of formulating appropriate research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, methods to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed. This course will help students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment. The course content will integrate the core themes related to multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research.

### **b. Course Content:**

This course will cover quantitative and qualitative research methods, commonly used statistical procedures, and approaches to the evaluation of practice. Students will learn how to understand and appreciate a scientific approach to building practice knowledge and for evaluating practice, and to use research to advocate for clients and inform policy. Special emphasis will be placed on increasing one's ability to formulate research questions, apply research methods, conduct statistical analysis, and interpret research reports. The latest statistical, graphical, and display technologies will be used.

### **c. Course Competencies and Objectives:**

This course addresses the following competencies and practice behaviors:

#### **COMPETENCY 2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- 2.1** recognize and manage personal values in a way that allows professional values to guide practice;
- 2.4** apply strategies of ethical reasoning to arrive at principled decisions.

**COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- 3.1** distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 3.2** analyze models of assessment, prevention, intervention, and evaluation.

**COMPETENCY 4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

**4.1** recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

**4.3** recognize and communicate their understanding of the importance of difference in shaping life experiences

**COMPETENCY 6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

**6.1** Use practice experience to inform scientific inquiry;

**6.2** use research evidence to inform practice.

**COMPETENCY 7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

**7.1** utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;

**7.2** critique and apply knowledge to understand person and environment.

**COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social workers:

**COMPETENCY 10(b)—Assessment**

**10.b.1** collect, organize, and interpret client data

**10.b.2** assess client strengths and limitations

**10.b.3** develop mutually agreed-on intervention goals and objectives; and

**10.b.4** select appropriate intervention strategies.

**COMPETENCY 10(d)—Evaluation**

**10.d.1** critically analyze, monitor, and evaluate interventions.

**Course Objectives:** On completion of this course, students be able to:

1. Act as a critical consumer and contributor of the design, methodology, and conclusions of social work and social and behavioral science research publications. a) understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications. b) assess the strengths and weaknesses of selected research designs and methodology, and of selected measures and measurement strategies. c) assess the cultural sensitivity of measures and measurement strategies. d) assess the biases and implications of conclusions drawn in the research studies. (Practice Behaviors 3.1, 3.2, 6.1)
2. Locate, assess and critique research studies so as to draw appropriate inference, particularly as it affects diverse populations at risk (dimension: ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). a) frame research questions and develop problem statements that reflect the issues under consideration. b) apply research concepts and principles in the development and use of selected qualitative and quantitative methodologies and analytical approaches. c) choose appropriate research designs and methodology given a particular research question. d) demonstrate the ability to select culturally appropriate measures and measurement strategies given specific populations. e) construct simple indices, questionnaires, and measures relevant to the evaluation of practice. f) conduct selected analytic and statistical procedures g) demonstrate the ability to interpret and draw conclusions from selected analytic and statistical procedures. (Practice Behaviors 3.1, 3.2, 4.1, 4.3, 6.1, 6.2, 7.2, 10.b.1-4, 10.d.1)
3. Know the NASW Code of Ethics and appropriately apply it in the conduct of social work research. a) understand ethical issues in the conduct of research and evaluation. b) understand the relevance and applicability of research in working with disadvantaged, disenfranchised, and diverse populations at risk: (dimension: ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression]) marital status, national origin, race, religion or spirituality, sex, and sexual orientation). c) examine the processes by which research and evaluation findings can be used to enhance social justice, social change, promotion, prevention, treatment, and rehabilitation. (Practice Behaviors 2.1, 2.4, 7.2, 10.d.1)

#### **d. Course Design: Pedagogical Approach**

This course promotes and integrates both classroom and community learning experiences. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: discussion, lectures, projects, activities and exercises and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and meeting participation). This course is designed to increase students' comfort level with research methods and statistical analyses and to increase their appreciation of the relevance of research and evaluation for social work practice.

#### **e. Relationship of the Course to Curricular Themes:**

- *Theme Relation to Multiculturalism and diversity:* This course will include material on methods to improve the cultural inclusiveness and cultural sensitivity of research methods. This content will cover culturally sensitive measures, inclusion of diverse groups of adequate size in sampling, culturally aware interpretations of data, and culturally responsible dissemination of results. The basic purpose of research and practice evaluation will also be analyzed from culturally bound perspectives.
- *Theme Relation to Social Justice and Social Change:* Students will gain an understanding of the ways in which research and evaluation have sometimes been used against oppressed groups, for example through unethical practices, distortion of results, or fabrication of data. Examples will be given of ways in which research can be used to empower socially disadvantaged individuals, groups, and communities. These examples will include studies in which the research participants were involved in the study during all of its stages.
- *Theme Relation to Promotion, Prevention, Treatment and Rehabilitation:* Studies reviewed in the course will include examination of projects aimed at enhancing well-being and preventing problems.

The methodological and ethical problems unique to studies of promotion and prevention efforts will be described. The social work values consistent with promotion/prevention research will be analyzed.

- *Theme relation to Behavioral and Social Science Research:* The unique challenges in applying social science knowledge and methods to social work settings will be covered. These challenges include the practical and ethical dilemmas of applied research. Emphasis will be placed on the way established theories and methods influence the selection of research questions and methods. Studies will be critiqued for their ability to advance social science theory and knowledge and to improve social work practice.

#### **f. Relationship of the Course to Social Work Ethics and Values:**

Relationship to SW Ethics and Values: The research and evaluation section of the NASW Code of Ethics and other professional codes will be applied throughout this course. Examples of common ethical dilemmas will be presented. Among the areas of ethics to be covered will be informed consent procedures, protection of research participants from harm, confidentiality, and accurate reporting of results. Emphasis will also be placed on the social workers' ethical obligation to use scientifically sound practice and to continually evaluate practice and programs.

## **2. CLASS REQUIREMENTS**

**a. Text and class materials:** This course draws from the required textbook, supplemented with articles of course concept examples, available on CANVAS, which are integrated into the lecture topic and handouts/readings to supplement the lecture topic. This course will also include supplemental videos and social media to enhance and support your learning experience.

It is highly recommended you obtain a binder to organize the tools/handouts you will be given throughout this course.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

#### Required Text

Engel, R.A. and Schutt, R. K. (2013). *The Practice of Research in Social Work*. Third Edition. SAGE Publications Inc. (ISBN 978-1-4522-2546-3). You should be able to purchase/rent new or used at the following bookstores. (Ulrich's, Barnes & Noble-Michigan Union Basement/Pierpoint Commons, main level, and Common Language Bookstore. You can also get it on-line too through Amazon or other websites specific to textbooks.

(Readings from the text will be designated as "Engel" on the class schedule)

#### Additional Optional Resources:

There is also a Sage Student Study Site that has quizzes, eFlashcards, interactive exercises and web resources to assist in your learning at <https://edge.sagepub.com/engel4e> (while this is written for the 4th edition of the text book, it can be used with the edition (3rd) we are using in class

There is an online micromasters course that has basic research concept videos, quizzes and activities that will support you in your learning via EdX.org. You will have to create a free account. Go to <https://www.edx.org/> and click register. Once you are registered search for the course titled Social Work: Research, SW522x

You may view as much of the course as you like. This account will also gives you access to hundreds of other courses from around the country.

**b. Class Schedule: This is at the end of this syllabus document**

**c. Assignments:**

There are 6 graded assignments for this course, and on occasion, homework assignments along with the expectation of class participation. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be handed out and discussed in class and also posted on CANVAS. These due dates have been noted on the class schedule in **Bold** letters.

**Assignment 1: Plagiarism and Ethics in Research. (Individual) due 1/22/18**

There are two parts to this assignment (A & B)

**Part A: Plagiarism Test and Certificate- (5%).** It is vital to understand what plagiarism is and how to recognize plagiarism to assist you in your research assignments. In this assignment you are asked to 1) go to this website <http://www.indiana.edu/~tedfrick/plagiarism/> 2) Take the certification TEST (for master's or doctoral students in graduate school) 3) Print out the plagiarism certificate, sign it, and give me a hard copy in class on the due date. You do need to register on this site, in order to receive your certificate of passing.

**Part B: ETHICS: Social and Behavior Sciences Training– (10%)**

When doing research it is important to understand issues around ethics of working with people and the collection of data and dissemination of results. For this assignment you will complete an individual-based training and hand-in the completion certificate. You have two choices for this training. 1) Social and behavior sciences training Individual CBT (citiprogram) Training. The web-address is: <http://www.citiprogram.org> or google: citiprogram.org. You will have to register with your institutional affiliation being the University of Michigan. You are to complete the social and behavioral sciences training, print out two copies of the completion certificate, keep one and give one to the instructor. OR 2) ETHICS (PEERRS) Complete the Human Subjects –Behavioral Science module from the Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) located at <http://my.research.umich.edu/peerrs/>.

**Assignment 2: Literature Review – (Individual or group of 2) The assignment is broken into two parts with two separate due dates and percentage of grade.**

This assignment is to familiarize you with scholarly literature and how to both find and use scholarly literature. In research it is essential to understand what is known about a topic, what is not known and how might the social context of research have had impact on a topic, etc. A literature review is an evaluative report of information found in the literature related to your selected area of study. In this assignment you will be asked to describe, summarize, evaluate and clarify this literature. It should give a theoretical base for the research and help you (the author) determine the nature of your research.

**Part I: The Scholarly Articles Matrix & Theme Classification Due 2/5/18 (10%).** For this part of the assignment you will turn in your summarizing of the articles you will be using for your literature review using a Matrix Template and the themes you have sorted these articles into. You will again hand this in with your written literature review, making revisions based on my feedback.

**Part II: Written Literature Review Due 2/19/18 (15%).** For this part of the assignment you will turn in your written literature which includes describing, summarizing, evaluating and clarifying the on your chosen topic. You will also turn in your revised matrix.

**Assignment 3: Article Critique (group) due dates 2/12/18, 3/5/18, 3/12/18, 3/16/18, 3/26/18, 4/2/18, 4/9/18, 4/16/18 (10%)**

You will present a brief synopsis of an article of interest to you. This synopsis is a critique of the research in regards to question, sampling, design, analysis, and conclusions.

**Assignment 4: Weekly Course Questions Forum Due between 1/29/18-4/16/18 (5%)**

In this assignment you will post course questions ( at least three times during the semester) and respond to other students course questions (at least two times during the semester) via CANVAS discussion

**Assignment 5: Research Methods (designs) (Individual or group of 2) due date 3/19/18 (20%)**

In this assignment you will individually or in a group of 2 choose one of two design methods, and experientially practice your chosen design. Then you will write a paper that describes the goal, your intervention, data collection, your analysis, results and reflection of the experience and what you found.

**Assignment 6: Social Research Reflective Analysis (Individual) due 4/16/18 (10%)**

This reflective analysis gives you the opportunity for self-exploration, which is a vital personal and professional quality, by linking the course material and yourself and your experiences. This written critical reflection assignment gives you the chance to process your thoughts and feelings about the course content, what you have learned in this class and how you will integrate social research in to your future career as a social worker, linked with assigned readings.

Assignment	Due Date	Percentage
Assignment 1: Plagiarism (A) and Ethics in Research (B). (Individual)	1/22/18	Part A: 5% Part B: 10%
Assignment 2: Literature Review (Individual or group of 2) Part I- Matrix & Themes Part II- Written Literature Review	Part I due 2/5/18 Part II due 2/19/18	Part I: 10% Part II: 15%
Assignment 3: Article Critique (group)	2/12/18, 3/5/18, 3/12/18, 3/16/18, 3/26/18, 4/2/18, 4/9/18, 4/16/18	10%
Assignment 4: Weekly Course Questions forum via CANVAS	Between 1/29/18-4/16/18 (3 questions/2 replies during semester)	5%
Assignment 5: Research Methods (designs) (Individual or group of 2)	3/19/18	20%
Assignment 6: Social Research Reflective Analysis	4/16/17	10%
Class participation	Every class	15%

**d. Grading**

## Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.
- **All papers** are to have a **cover page**, reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)
- I grade all papers for my classes anonymously. With each paper submission, include a title page **without** your name on it that is attached to the paper, and provide a **separate duplicate title page with your name not attached to the paper**. Only after I have read and graded all the papers, will I determine which paper belongs to whom.
- All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA\* 6th Edition for your papers, including proper headings and citations.
- Use the outline format in the assignment description, using headings appropriate to APA format.

\* *Publication manual of the American Psychological Association. Sixth Edition.* (2010). Washington, D.C.: Author.

- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and life cycle considerations and the degree to which you display critical analysis of the assignment.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

I expect that in all written work you will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3*, Summer 1986.) or <http://www.socialworkers.org/pubs/code/default.asp>

**Deadline Expectations:** All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

#### Grading

Each assignment will be given a letter grade. The criteria for each grade are as follows:

<b>A-, A or A+</b>	Exceptional performance and mastery of the material. Subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.
<b>B+</b>	Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, or complexity in the completion of the assignment.
<b>B</b>	Mastery of subject content at level of expected competency – meets course expectations
<b>B-</b>	Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
<b>C+, C or C-</b>	Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
<b>E</b>	Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of

each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity in two ways. First, as noted above, I grade all papers anonymously. Second, based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

For additional information on grading please refer to the MSW Student Guide on grades in Academic Courses and Field Instruction at <https://sww.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction> as well as Student Grievance Procedures at <https://sww.umich.edu/msw-student-guide/chapter/1.18/student-grievances>

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

#### a. Teaching Philosophy

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for peoples diversity, uniqueness and strengths and learning from each other's different perspectives and experiences . I believe that learning does not just happen once a week in the classroom, and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

**b. Attendance and participation:** Reference link to the general Policy on Class attendance in the MSW Student Guide is- <https://sww.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance>.

Specific to this course, class attendance and participation are very important in this class. Attendance and participation are 15% of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s), homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may



become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. It is expected that students will attend **all classes** unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my *prior* approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor to discuss their attendance and a plan of action to not miss anymore classes. Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, and literature specific to the material being discussed and demonstration that required readings, and other out of class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating and/or who are using electronic devices not related to class activities will see the impact in this grade.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class

Frequency of participation in class: Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.

Quality of comments: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.

Listening Skills: Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.

### **c. Safety and emergency preparedness:**

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom.

Refer to <https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement> to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

**Be Prepared.** Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at [ssw-ADAAcompliance@umich.edu](mailto:ssw-ADAAcompliance@umich.edu).

**Additional resources:**

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/) at <https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/>
- [View the annual Campus Safety Statement](#)

**d. Mental health and Well being:**

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact

- **Counseling and Psychological Services (CAPS)** at (734) 764-8312, or <https://caps.umich.edu/>
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at [mshaughm@umich.edu](mailto:mshaughm@umich.edu).
- **University Health Service (UHS)** at (734) 764-8320, or <https://www.uhs.umich.edu/mentalhealthsvcs>
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- **UM Sexual Assault Prevention & Awareness Center (SAPAC).** 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).
- Additional campus health and wellness resources can be found at <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

**e. Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted

**f. Proper use of names and pronouns**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Refer to [Spectrum Center's map of gender inclusive restrooms on campus.](#)

#### **g. Accommodation for students with disabilities**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at <https://ssd.umich.edu/documentation>. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website <http://ssd.umich.edu/>, or Email [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu).

#### **h. Religious/spiritual observances:**

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: <https://www.provost.umich.edu/calendar/>

#### **i. Military deployment:**

Information and resources for students called to action while enrolled in school can be found at <http://vets.umich.edu/life-at-michigan/military-deployment/>

#### **j. Writing Skills and Expectations:**

Strong writing and communication skills are essential to students' academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact [SSW Writing Assistance](#) and/or [Career Services](#) (Room 1696; (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))

Or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I don't think they take walk-ins.

*APA formatting:*

Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

**k. Academic Integrity:**

**Plagiarism** – not referencing another’s words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your electronic *Student Guide to the Master’s in Social Work Degree Program* at <https://ssw.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism> for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.**

**Course Conduct**

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other alternative lifestyles - we are taught misinformation about ourselves and others regarding forms of difference and discrimination.
3. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
4. Victims are not to be blamed for their oppression.
5. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
6. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
7. We will share information about our groups with other members of the class, and will not demand, devalue, or 'put down' people for their experiences.
8. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

***Electronic Devices and Computers in class***

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.

**Class Schedule: SYLLABUS: tentative:**

The Course Schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

Week & Date	Class Content/Topic & Assignments	Readings
1 1/8/18	Course introduction, Overview & Scientific Inquiry	1. "Engel": Chap 1 & Appendices A & B
2 1/15/18	MLK Day-No Class	
3 1/22/18	Foundations of Research: Problem Formation (questions), Literature Review & Ethics  <b>Assignment 1 Due: Plagiarism &amp; Ethics in Research Certificates</b>	1. "Engel": Chap 2 & 3 2. Appendix D-Engel & Schutt (2013)-Finding Information 3. Salter, M. (2014). Multi-Perpetrator Domestic Violence. <i>Trauma, Violence, &amp; Abuse</i> , 15. 102–112. 4. Koepsell, Brinkman & Pont (2014). Human Research Ethic Committees in Technical Universities. <i>Journal of Empirical Research on Human Research Ethics</i> . Vol. 9(3) 67–73 5. Gallagher, A. (2014). Learning from Tuskegee: From moral outrage to integrative ethics. <i>Nursing Ethics</i> , 2(2), 125–126.
4 1/29/18	Measurement: Conceptualization, Operationalization, Constructing & Evaluating.  <b>Homework: 5 articles for Assignment 2 to discuss in class</b>	1. "Engel" Chap 4 2. Orr, L. (2015). 2014 Rossi Award Lecture: Beyond Internal Validity. <i>Evaluation Review</i> , 39(2), 167–178. 3. Carlson, K. D., & Herdman, A. O. (2012). Understanding the impact of convergent validity on research results. <i>Organizational Research Methods</i> , 15(1), 17-32. 4. Wakita, T., Ueshima, N., & Noguchi, H. (2012). Psychological Distance Between Categories in the Likert Scale: Comparing Different Numbers of Options. <i>Educational and Psychological Measurement</i> , 72(4), 533–546. 2. Asberg, K., & Renk, K. (2015). Safer in Jail? A Comparison of Victimization History and Psychological Adjustment Between Previously Homeless and Non-Homeless Incarcerated Women. <i>Feminist Criminology</i> , 10. 165–187.

5 2/5/18	Sampling & Human Subjects  <b>Assignment 2-I Due: Scholarly Articles Matrix &amp; Theme Classification</b>	<ol style="list-style-type: none"> <li>1. "Engel ": Chap 5</li> <li>2. Walker, R., Hoggart, L., &amp; Hamilton, G. (2008). Random assignment and informed consent: A case study of multiple perspectives. <i>American Journal of Evaluation</i>, 29(2), 156-174. (6.2)</li> <li>3. Fitzner, K., &amp; Heckinger, E. (2010). Sample size calculation and power analysis: A quick review. <i>The Diabetes Educator</i>, 36(5), 701-707.</li> <li>4. Bhutta, C. (2012). Not by the Book: Facebook as a Sampling Frame. <i>Sociological Methods &amp; Research</i>, 41, 57–88.</li> <li>5. McCormack, M. (2014). Innovative Sampling and Participant Recruitment in Sexuality Research. <i>Journal of Social and Personal Relationships</i>, 31(4), 475–481.</li> </ol>
Week & Date	Class Content/Topic & Assignments	Readings
6 2/12/18	Research Designs: Causation, Mixed Methods, Single Subject, Experimental,  <b>Assignment 3: Article Critique Presentations (1- 2)</b>	<ol style="list-style-type: none"> <li>1. "Engel" : Chap 6-8 &amp; 12</li> <li>2. Ployhart, R. E., &amp; Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. <i>Journal of Management</i>, 36(1), 94-120.</li> <li>3. Kral, M. J., Links, P. S., &amp; Bergmans, Y. (2012). Suicide studies and the need for mixed methods research. <i>Journal of Mixed Methods Research</i>, 6(3), 236-249. (12.1)</li> <li>4. Tankersley, M., Harjusola-Webb, S., &amp; Landrum, T. J. (2008). Using single-subject research to establish the evidence base of special education. <i>Intervention in School and Clinic</i>, 44(2), 83-90.</li> <li>5. Foster, L. H. (2010). A best kept secret: Single-subject research design in counseling. <i>Counseling Outcome Research and Evaluation</i> 1(2), 30-39.</li> </ol>
7 2/19/18	Research Designs: Causation, Mixed Methods, Single subject, Experimental,  <b>Assignment 2-II Due: Literature Review</b>	<ol style="list-style-type: none"> <li>1. "Engel" : Chap 6-8 &amp; 12</li> <li>2. Ungar, M., &amp; Liebenberg, L. (2011). Assessing Resilience Across Cultures Using Mixed Methods: Construction of the Child and Youth Resilience Measure. <i>Journal of Mixed Methods Research</i>. 5(2), 126–149.</li> <li>3. Green, J. (2010). Points of intersection between randomized experiments and quasi-experiments. <i>The ANNALS of the American Academy of Political and Social Science</i>, 628(1), 97-111. (7.3)</li> <li>4. Kluge, A., &amp; Burkolter, D. (2012) Enhancing Research on Training for Cognitive Readiness: Research Issues and Experimental Designs. <i>Journal of Cognitive Engineering and Decision Making</i>. 7(1), 96–118.</li> <li>5. Robbins, Lorraine B, PhD, R.N., F.N.P.-B.C., Pfeiffer, K. A., PhD., Maier, K. S., PhD., Lo, Y., PhDc, &amp; Wesolek (LaDrig), Stacey M, MS. (2012). Pilot Intervention to Increase Physical Activity among Sedentary Urban Middle School Girls: A Two-Group Pretest-Posttest Quasi-Experimental design. <i>The Journal of School Nursing</i>, 28(4), 302–15.</li> </ol>
8 2/26/18	Spring Recess: NO CLASS	

9 3/5/18	<b>Qualitative Methods &amp; Analysis</b>	<ol style="list-style-type: none"> <li>"Engel" : Chap 10 &amp; 11</li> <li>Peek, L., &amp; Fothergill, A. (2009). Using focus groups: Lessons from studying daycare centers, 9/11, and Hurricane Katrina. <i>Qualitative Research</i>, 9(1), 31-59.</li> <li>Archer (2009). Intersecting feminist theory and ethnography in the context of social work research. <i>Qualitative Social Work</i>, 8(2), 143-160.</li> <li>McCurdy, P., &amp; Uldam, J. (2014). Connecting Participant Observation Positions Toward a Reflexive Framework for Studying Social Movements. <i>Field Methods</i> Vol 26(1) 40-55</li> <li>Gillard, S., Simons, L., Turner, K., &amp; Lucock, M. (2012). Patient and Public Involvement in the Coproduction of Knowledge: Reflection on the Analysis of Qualitative Data in a Mental Health Study. <i>Qualitative Health Research</i>, 22(8), 1126–1137.</li> </ol>
	<b>Assignment 3: Article Critique Presentations (1- 2)</b>	
Week & Date	Class Content/Topic & Assignments	Readings
10 3/12/18	<b>Survey Research (Guest Speaker?)</b>	<ol style="list-style-type: none"> <li>"Engel" : Chap 9</li> <li>Ziegler, S. J. (2006). Increasing response rates in mail surveys without increasing error: A research note. <i>Criminal Justice Policy Review</i>, 17(1), 22-31.</li> <li>Labott, S.M., &amp; Johnson, T.P. (2013). Emotional Risks to Respondents in Survey Research: Some Empirical Evidence. <i>Journal of Empirical Research on Human Research Ethics</i>, 8(4), 53–66.</li> <li>Hox, J. J., de Leeuw, D., &amp; Chang, H. (2012). Nonresponse versus measurement error: Are reluctant respondents worth pursuing? <i>Bulletin of Sociological Methodology</i>, 113(1), 5-19.</li> </ol>
	<b>Assignment 3: Article Critique Presentations (1)</b>	
11 3/19/18	<b>Quantitative Analysis</b>	<ol style="list-style-type: none"> <li>"Engel": Chap 14</li> <li>Prymachuk, S., &amp; Richards, D. A. (2007). Look before you leap and don't put all your eggs in one basket: The need for caution and prudence in quantitative data analysis. <i>Journal of Research in Nursing</i>, 12(1), 43-54.</li> <li>Webinar: Data Visualization Best Practices at <a href="https://youtu.be/w1Ts0vT5Pfo">https://youtu.be/w1Ts0vT5Pfo</a></li> <li>Webinar: How to use excel for data analysis at <a href="http://www.youtube.com/watch?feature=player_detailpage&amp;v=z16A63Hsqz0">http://www.youtube.com/watch?feature=player_detailpage&amp;v=z16A63Hsqz0</a></li> </ol>
	<b>Assignment 4 Due: Research Methods (designs) Single Subject Design or Ethnography</b>	
12 3/26/18	<b>Quantitative Analysis</b>	<ol style="list-style-type: none"> <li>"Engel": Chap 14</li> <li>Webinar: Basic Data Analysis at <a href="https://youtu.be/-hcu8vp6W20">https://youtu.be/-hcu8vp6W20</a></li> <li>Webinar: Intro to Hypothesis Testing in Statistics: Hypothesis Testing Statistics Problems &amp; Examples at <a href="https://youtu.be/VK-rnA3-41c">https://youtu.be/VK-rnA3-41c</a></li> </ol>
	<b>Assignment 3: Article Critique Presentations (1- 2)</b>	

13 4/2/18	Reporting Research	1. "Engel": Chap 15
	<b>Assignment 3: Article Critique Presentations (2)</b>	
14 4/9/18	Evaluation Research and the Future	1. "Engel": Chap 13 2. Bucher, J. A. (2009). Using the Logic Model for planning and evaluation: Examples for new users. <i>Home Health care Management Practice</i> , 22(5), 325-333. (13.1) 3. Law, B. M. F., & Shek, D. T. L. (2011). Process evaluation of a positive youth development program: Project P.A.T.H.S. <i>Research on Social Work Practice</i> , 21(5), 539-548. 4. BeLue, R., Carmack, C., Myers, K.R., Weinreb-Welch, L., & Lengerich, E.J. (2012). Systems Thinking Tools as Applied to Community-Based Participatory Research: A Case Study. <i>Health Education &amp; Behavior</i> , 39(6), 745-751.
15 4/16/18	Last Day Of Class- Take always	
	<b>Assignment 3: Article Critique Presentations (2)</b>	
	<b>Assignment 5 Due: Social Research Reflective Analysis</b>	
17 4/23/18	Exam Period	